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INNOVATIVE TECHNOLOGICAL DIDACTIC RESOURCES TO DEVELOP WRITING SKILLS IN THE ENGLISH LANGUAGE

**RECURSOS DIDÁCTICOS TECNOLÓGICOS INNOVADORES
PARA DESARROLLAR LA HABILIDAD DE ESCRIBIR
EN EL IDIOMA INGLÉS**

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Innovative Technological Didactic Resources to Develop Writing Skills in the English Language

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ABSTRACT

This article delves into the use of technological resources to improve writing skills in the English language. It presents findings from observations carried out at the Eloy Alfaro University in the city of Chone, which reveal knowledge about technological integration, online learning platforms, and interaction with writing. The results indicate different levels of adoption and effectiveness in the incorporation of technology in the teaching of writing in English. Notably, there is a strong emphasis on adapting to technological changes and integrating online platforms to motivate students and facilitate learning outside the classroom. The document also highlights the importance of providing feedback to students using technological tools to improve their writing development. Furthermore, the study emphasizes the positive impact of technology on students' engagement and performance in writing tasks. Overall, the research highlights the importance of integrating innovative technological resources into language education to improve students' writing skills and the overall learning experience.

Keywords: technological resources, writing skills, english language, integration, motivation

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Recursos Didácticos Tecnológicos Innovadores para Desarrollar la Habilidad de Escribir en el Idioma Inglés

RESUMEN

Este artículo profundiza en el uso de recursos tecnológicos para mejorar las habilidades de escritura en el idioma inglés. Presenta hallazgos de observaciones realizadas en la Universidad Eloy Alfaro de la ciudad de Chone, que revelan conocimientos sobre integración tecnológica, plataformas de aprendizaje en línea e interacción con la escritura. Los resultados indican diferentes niveles de adopción y efectividad en la incorporación de la tecnología en la enseñanza de la escritura en inglés. En particular, se hace especial hincapié en la adaptación a los cambios tecnológicos y en la integración de plataformas en línea para motivar a los estudiantes y facilitar el aprendizaje fuera del aula. El documento también destaca la importancia de proporcionar retroalimentación a los estudiantes utilizando herramientas tecnológicas para mejorar el desarrollo de su escritura. Además, el estudio hace hincapié en el impacto positivo de la tecnología en el compromiso y el rendimiento de los estudiantes en las tareas de escritura. En general, la investigación subraya la importancia de integrar recursos tecnológicos innovadores en la enseñanza de idiomas para mejorar las habilidades de escritura de los estudiantes y la experiencia de aprendizaje en general.

Palabras clave: recursos tecnológicos, destrezas de escritura, lengua inglesa, integración, motivación

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INTRODUCTION

English is one of the most common languages which people choose to learn. Notwithstanding, acquiring all the skills of a language is not as easy as it would seem, especially when it refers to writing., this chapter will discuss scientific information related to the topic of this study; in addition, it will analyze topics such as the importance of using technology for teaching writing, social networks, online learning platforms, what writing entails, the reality of learning it, and motivation in writing.

The Importance of Technology in Teaching Writing Skills

English has certainly become one of the most common languages used worldwide. Hence people have started learning it in a variety of ways, technology set in properly timing up. It is as described in a certain website, which was drafted in 2022, “Technology has played a crucial role in creating a uniformity ...; [technology] has made expressing ideas easier and more presented us with an extensive range of words to choose from” (Head, Growth, ELSA India., 2022). And speaking of writing, another one expresses, “Technology is changing the way we think about writing and how we do it” (Hasibuan, 2014). And another site states, “Although there are benefits to learning by writing on paper, there are as many to writing digitally” (Tustin, 2016). Beyond that, Computer Assisted Language Learning (CALL) is an approach that focuses on supporting either students or teachers by using technology (computer-based) Warschauer expresses, “It can and should play in English language teaching, especially in the teaching and learning of writing.” (Warschauer, 2007).

Of course, writing is, by far, one of the most difficult skills to acquire (aside from speaking) but thanks to Information and Communications Technology (ICT) tools, it has been possible to obtain different advantages, for example, previously it was made a research using ICT, specifically blogs, for teaching writing skills. Students benefited from that alternative method, and they found it more effective at the time to get feedback than self-correction, and what is more, learners brushed their writing skills up showing the advantageousness of technology during class (Yunus, 2013). Not so different, social networks are useful tools to teach students to get writing skills.

Social Networks

“Currently, social media is the one [method] that is popular among experts in education as a media for teaching” (Putri, 2021). Social networks are interesting ways to spend time. Hence the following is



stated, “Social media can be a tool where students are encouraged to use their creativity combined with personal expression to improve and strengthen their writing” (Alrubail, 2016). Normally, students use media such as Facebook, Instagram, and mostly, WhatsApp the majority of the time, for that reason, it could be an option to utilize them in the field of education.

In addition to social networks, Putri (2021) says about Facebook, “Students in this era mostly have social media like Facebook to communicate with their friends to get information or learn English. Besides that, students tend to use social media in daily activities and learning activities.” Moreover, Putri’s qualitative research has demonstrated that using Facebook supported those students to –as Putri defines– “actively engage” and improve themselves in their writing skills whether by posting written pieces and receiving comments or by replying to other Facebook group members.

Similarly, Instagram is, indeed, another medium that may support students in writing skills. For example, according to research about the use of this social network, “Instagram in writing instruction can give the students a new experience of learning EFL writing because it allows the students to read and write through photo description or caption, comment, and direct messaging, . . . Instagram has certain features which allow the students to discuss their writing through feedback messages.” (Prasetyawati, 2020).

Online Learning Platforms

“Internet and technology offer many web-based learning platforms that can support the teaching-learning process outside the classroom” (Gay, 2017). Some of them allow teaching and developing writing skills and not only that, but also help in four ways alignment with writing standards, timely and relevant information, opportunities to differentiate education, and new ways to attract students (TeachThought, 2017).

According to Taufikurohman (2018), there are many webs –defined by him as *2.0. tools*– such as Prezi, and Padlet. This last one was analyzed in his article to find out the correct use for teaching writing at school. Additionally, he supports that this application allows to creation of an online bulletin board so it may be utilized to exhibit information for any topic; it is like a piece of paper on the web, and its uses are endless. In addition to the use of Padlet, a website very well mentions, “Padlet is the digital equivalent of organizing your writing by sticking post-it notes on your wall—but it is so much more



than that. A single 'wall' can be used by your entire class to organize ideas, brainstorm, comment back-and-forth, and create a stream of text and images" (Wisconsin–Madison, 2023). Another help to teach writing skills is Prezi. This tool has been designed, in the first instance, to create and share dynamics and important data visualizations useful for homework, work, or any kind of social media producing engaging people who see them. Nevertheless, how may this software support students to develop writing skills? That is why it was made a research to find out the effectiveness of Prezi in teaching writing. The objective of the research consisted of adapting the software to make it eye-catching to students and, at the same time, helping them to develop the skill.

One last *2.0 tool* that has contributed to getting skill in issue is "StoriumEDU." This one is extremely practical due to the work team, this platform involves creating a group (minimum two and maximum four students) where learners should make a story by using "cards," which tell what the focus of each paragraph is. Every student ought to write one paragraph when it is his turn, after that, another one should type it; sure, the professor can supervise the whole activity (Hood, 2022). Although it is a platform that requires remuneration, it has a beta version that can be used to put into practice what has just been said, however, if it is in the reader's circumstances to make use of the paid version. . . that would be a worthwhile investment.

What writing means

To look for how to teach writing skills by using an innovative tool, first, it is indispensable to know what writing is. Writing is the means of explaining ideas to oneself and others while conversing firsthand experiences and memories. In this way, writing connects with the self. Writing is not ephemeral, it is permanent (Brink, 2020). Furthermore, according to Farooq, "It is a well-known fact that writing involves several complex rhetorical and linguistic capabilities. It also requires the writer's full attention and concentration. Effective writing involves conveying a message in such a way as it affects the audience as the writer intends" (Farooq, 2020); this comment is consistent with Brown (2003) who discusses that learning writing is a necessity to achieve employment and he sets it apart into three parts such as academic one, job-related one, and personal one; all of them make references from something extremely polite like an essay and compositions to something very common like a letter or a shopping list; that is why, he contributed to the comprehension of this part of language giving as a



result the fact that writing is composed both micro and macro skills. Moreover, he mentioned those parts like this:

Micro skills

- Produce English graphemes and spelling patterns.
- Produce writing at an efficient speed appropriate to its purpose.
- Produce an acceptable core of words and use appropriate word order patterns.
- Use an acceptable grammatical system such as tense, agreement, pluralization, patterns, and rules.
- Express concrete meaning with different grammatical forms.
- Use cohesive devices in written discourse.

Macro skills

- Use the rhetorical forms and conventions of written discourse.
- Fulfil adequately the communicative functions of written texts according to their form and purpose.
- Convey links and connections between events, and communicate relationships such as main idea, supporting idea, current information, given information, generalization, and exemplification.
- Distinguish between literal and implied meanings in writing.
- Correctly convey culturally specific references in the context of the written text.
- Develop and use a battery of writing strategies, such as accurately assessing audience interpretation, using prewriting resources, writing fluently in first drafts, using paraphrases and synonyms, and soliciting peer and teacher feedback for revision, and correction.

Likewise, a professor from Toronto University also explains that writing is not only permanent but also concrete (Olson, 2023), for that reason, it can be concluded that writing is not referred to the action of writing, rather, it is a complex process where at least it is accomplished, according to Bradford Research School, seven stages such as planning, drafting, sharing, evaluation, revision, editing, and publication. (Severs, 2018).

The truth of learning writing

It is, without a doubt, necessary to mention that “writing does not advance in a short period, but rather it is critical to provide a preparation stage according to the logical schemes of development of linguistic, phonetic, and motor skills” (Aruquipa, 2020). Additionally, Farooq, who was quoted before, points out



that one of the difficulties students have in obtaining this productive skill is due to a wrong pedagogic approach chosen by the teachers apart from other aspects related to the art of communication (Farooq, 2020).

The certainty is that many students have difficulties whether due to negative feelings or by unsuitable approaches to teaching. E.g., a site highlights the primary reasons students avoid writing such as the process of writing being slow and tedious as well as “they . . . feel overwhelmed by the task,” that is, a task centered on writing (Richards, 2023). In addition to difficulties, another Internet site explains that professors struggle to teach writing because, firstly, they have different levels of students in the classroom, so they should vary the approaches (and that could be a problem), secondly, lack professional experience, this will lead to stress and tension to teach writing and, as a teacher has different roles in the classroom, the experience depends on the level of their previous one and training. Lastly, deficiency of students’ interest. Students feel a lack of interest in writing because they need to know many aspects to produce a good paper including punctuation, grammar, vocabulary, spelling, and sentence structure to write a good piece of writing (Rachel Nyanamoney Moses, 2019). It is appealing that, even if there are difficulties in learning writing, it is also necessary to put a goal and engage students to continue on it, this way is promoted in the following, “The truth is, writing skills are more important than can seem on the surface, and every language learner needs to develop them. . . . It is vital that you work on your ability to write. . . . Do not underestimate the benefits of developing and practicing your writing skills” (Q Language Ltd, 2021).

Motivation in writing

According to Harmer (2008), one of the main reasons for teaching writing skills is to help students see it as a skill. For instance, to teach how to draft, Harmer advises instructors to emphasize the importance of it just as the ones (speaking, reading, and listening) Additionally, Harmer mentions, “students need to know how to write letters, . . . and increasingly, how to write using electronic media” (Harmer, 2008). As was mentioned, it is understandable that many people feel worried about writing as a consequence of it is one of the most difficult parts of language –not to mention speaking–; nonetheless, there are diverse reasons for writing, for example, research which analyzes the importance of writing says, “it is by your writing that many people judge you” (Barrass, 2005). Similarly, an author named Greetham –



referring to writing— comments that when someone recognizes why an action is carried out and what its value is, this will support the writer to feel more “confident and positive about tackling it” (Greetham, 2022). Thinking about this, a website gives at least 5 reasons to improve writing which are, 1) writing has become the principal way to communicate, 2) people judge others based on how someone writes, 3) if the writing is clear and direct, then, it is more likely to get what the drafter wants, 4) it is an essential job skill, and 5) it expresses thinking skills (UAGC Staff Member, 2023).

Finally, it is recommended to consider the following statement, “Writing . . . is good for developing your brain, for organizing your thoughts, for deepening your understanding, for improving your communication, and for managing some of the assignments, challenges, and opportunities that life throws at you” (Chester E. Finn, 2022).

Chapter Two

METHOD

This research used a descriptive method with the qualitative approach by managing data collection techniques such as observation sheets of seven different classes related to English teaching and learning. Almost all the classes had a different professor, in some cases were not, the professor was teaching another subject. For sure, as this research is focused on advanced English proficiency level, all the instruments were applied to the Eloy Alfaro University of Chone City from the first semester up to the seventh semester. Additionally, an interview with 6 unique experts in the area was carried out to obtain special data associated with acquiring English skills (especially writing) and according to their experiences as instructors and their points of view. The study was performed to examine how students learn during a face-to-face class, at the same time how they acquire English skills such as writing, how technology is used to teach and motivate them to draft, and how this one influences positively students through the teaching-learning process.

The procedure was accomplished for three weeks during the semester of the university. Naturally, it was essential to request the permission of the authorities of the Institution and it was scheduled meetings to apply instruments —ones which were validated by experts in the area— according to the circumstances of each professor involved.



Research context: This research was carried out in Eloy Alfaro University of the Chone City in Manabí Province. There were two different quantities both the interview section and the observation one. On the one hand, 6 professors were interviewed (some of them were observed as well) to obtain valuable data about the way they teach, techniques they have used throughout their experience as English professors, and recommendations for good learning, of course, all of this is related to writing skill. On the other hand, seven classes were observed, during this research the focus and/or the approach was not the student –but the way engaged them to develop writing–, the quantity of them was not considered as a relevant point, rather, the way a topic is taught using technology and support learners to use software for writing something in English, so they can see the benefits of doing in that way and take advantage of it, specifically because they are students of a career with the use of a foreign language, in this case English, as the main part of their progress.

RESULTS

Results From Interviews with English Professors

From the interviewed population (6 professors), it could be identified the following main outlines:

Question 1

66.7% of respondents (four out of six) use digital platforms such as Pearson, which is a software that is included in the English books used by the university campus for the development of communication skills, including the ability to write, however, it is important to mention that there are also other digital resources such as Padlet, which is used by a teacher; as well as the Cambridge platform that not only familiarizes students with international language tests but also provides meaningful learning for them. Additionally, there are other free tools such as Sider AI, which is an extension of Chat GPT, which allows the writing in the browser and provides corrections in the writing or possible grammatical errors in real-time and instantly. (Sider.AI, 2024). Another practical and technological element is the use of the Google Classroom platform which, according to Ezer and Leter (2022) allows the facility to develop and improve writing skills in at least four ways such as: monitoring students' progress, providing feedback, assigning checkpoints y sharing students' writing.



Question 2

50% (three out of six) of the interviewees focused on the advantages of using digital tools because, according to the versions said by English teachers, they make the teaching and acquisition of basic English language skills a more striking and easy way allowing variety and allowing each student to investigate and create their plan and pace of study. Of course, several disadvantages were mentioned that are present in this type of tool for instance the opportunity for plagiarism or limiting the student to interact, however, it is also specified that handwriting assignments can be carried out normally, and then upload a picture to a platform to allow general feedback demonstrating the flexibility and adaptability of technological resources. In fact, according to Tustin (2016), the flexibility of electronic platforms is so varied and practical that even students with learning difficulties can benefit from these tools. All of the above is consistent with what Mudassara (2022) mentioned: "The use of technology in teaching writing skills can significantly improve students' performance and reduce their apprehension towards writing."

Question 3

There are a variety of applications, websites, or software for this range, teachers present the GPT Chat as a guide for writing and at the time of establishing work that requires it as the development of an essay. Another tool mentioned is Nearpod, which serves as a basis for a written discussion that can be given at the beginning of a class on any question so that each student can then write what he or she thinks and feels about it, similar to what other teachers do about Padlet. StoriumEdu is an application that favors, on the one hand, the development and development of writing individually and, on the other hand, contributes to teamwork by creating a written story from certain ideas where each student should write a paragraph of it.

Question 4

100% of teachers (six out of six) consider that, in one way or another, technological resources motivate students to improve their writing skills, for example, being considered "flashy" these tools allow students to be in the expectation to discover and investigate new platforms which makes the development of writing natural, also, through dictations and applications that recommend the use of vocabulary and reading contributes to good writing. Additionally, feedback is key to a practical and



didactic class. Doctor and PH Melvin Goh a Singaporean dean who started using technological tools to improve reading and writing skills, the latter, he says: “Technology can help students to improve their writing skills . . . Technology can help students access a wider variety of reading materials, interact with them in new and different ways, and improve their writing skills.” And also “technology can be used to provide students with feedback on their writing” (Goh, 2023) What happened to him, and to other authors, shows that technology is a practical tool in the ability to write. And in keeping with the same theme, a teacher must know how to use technological tools to promote motivation Drexel University recommends the following: “The use of technology during whole-class instruction can foster student engagement for auditory and visual learners. Integrating simple technologies PowerPoints, games, internet homework assignments, or online grading systems can be difference makers in students' growth in the classroom” (Drexel University. School of Education., 2023).

Question 5

The percentage of professors interviewed 6/7 (six out of seven) are willing to use new technological tools to improve writing, as long as it is necessary and technological abuse is avoided. They consider writing to be a process and prefer hands-on activities to evidence student progress. This is based on the understanding that writing requires planning, drafting, revising, and editing, and they value activities that allow students to demonstrate their progress tangibly, according to Montolío (2002), students are not used to planning what they write.

Question 6

Some of the teachers interviewed in this case, 50% of the teachers say that digital platforms do promote interactive and engaging learning using work guides and digital platforms such as Pearson, which have proven to be beneficial for the development of previous skills, the advantages of technological platforms and their adaptation to the level of the students, as well as the need to combine technology with traditional methods, for example using online tools such as Google Docs or Microsoft Word Online, which allow students to plan, write and review collaboratively in real-time. This facilitates feedback among group members and joint revision of the text. By integrating technology effectively into this writing methodology, collaboration, feedback, and access to resources that facilitate the development of students' writing skills can be enhanced.



Question 7

Most teachers agreed that the use of technological tools in the teaching of writing has become a fundamental strategy to address the difficulties faced by students in this process. Authors such as Montolio (2002) and Figueroa Meza and Simón Pérez (2011) have highlighted the importance of taking advantage of these tools to provide instant feedback on errors, allowing students to recognize and improve their failures during the writing process. In addition, they highlight the usefulness of digital platforms to provide specific help on writing aspects, which contributes to more personalized and effective learning. It is essential to maintain a balance between the use of technology and other teaching methods, adapting technological tools according to the needs of the group of students. Authors such as Cassany and Prado (1994) have also emphasized the importance of this adaptation to guarantee an optimal teaching-learning process in writing. The integration of technological tools in the teaching of writing allows providing immediate feedback, promoting the continuous improvement of students, offering specific help, and adapting the teaching process to the individual needs of the students.

Question 8

Electronic tools can contribute significantly to the development of writing skills and this is evidenced in what a teacher (one of those interviewed) does, in his class hours he encourages students to do academic work or consultations through e-mails that must be written in English, making even the simplest question become a learning experience where the student can see the importance of writing well and learning from their grammatical or writing mistakes. In addition, collaborative writing platforms, such as Google Docs, allow instant feedback that facilitates practice and favors better-written expression by students, this statement is consistent with what the University of Michigan pointed out: “For a platform for classroom writing, Google Docs allows the instructor to give feedback to the writer at various points in the writing process. In addition, the writer's revision history is captured, allowing the instructor and the student to examine not only the final product but also the process used along the way” (Center for research on learning and Teaching. University of Michigan., 2021).



Results From Observation

Table 1. A. Technological Integration

	YES	NO
1. Effectively uses technological resources to teach the skill of writing in English, considering online platforms, social networks, and digital tools.	57.1%	42.9%
2. Apply social networks in your teaching method to encourage the active participation of students in improving their writing skills.	0%	100%
3. Adapts to technological change, ensuring you are aware of the latest trends and adjust your approach as necessary.	71.4%	28.6%
4. Integrates the use of technological resources into students' overall progress in the ability to write in English.	57.1%	42.9%

Source: Eloy Alfaro University of the Chone City

Elaborated by: Melany Jael Vizcaíno Anangón and José Carlos Zambrano Santana

In this aspect, it is evident, in the first instance, that at least half (57.1%) of the visualized classes make correct or effective use of technological resources to focus on writing skills, including platforms such as Pearson. However, the use of social networks in the classes is discarded in its totality and this is clear evidence of what was highlighted in a certain scientific study with this same inclination: “The training of teachers should be taken into account while using social media in teaching and learning” (Kandahar University, 2023). This statement can be put into practice as almost all of them adapt their classes so that, in most cases, they focus on the use of technology and integrate it into the overall process of students' English writing skills.

Table 2. B. Inclusion of online learning platforms

	YES	NO
5. Promotes the use of online learning platforms, highlighting how they can contribute to the teaching-learning process outside the classroom.	57.1%	42.9%
6. Uses technology to motivate students to develop their English writing skills.	42.9%	57.1%
7. Adapt the use of online platforms in the classroom.	85.7%	14.3%

Source: Eloy Alfaro University of the Chone City

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According to setting B, it is observed how often teachers do include and use online learning platforms, as well as their approach to the use of technology to motivate students and their ability to adapt the use of online platforms in their classes, according to point 5 of the observation sheet 40% of the observed teachers do promote the use of online learning platforms, highlighting how they can contribute to the teaching-learning process outside the classroom. However, in point 6 the percentage is reflected with



30% of the teachers motivating their students to learn writing with a digital platform, this aspect could be improved for effective writing depending on the level in which the students are, also in the last point it can be evidenced that 60% of the teachers if they adapt the use of platforms in the classroom that this is very important remembering that currently applying new learning methods could be an effective way to learn and why not in the case of teaching effective writing in the English language as this would contribute to that, according to the project made at Drexel University (2023), technological tools improve the growth of skills and personal growth of students when receiving instructions and even in the qualifications of an entire classroom.

Table 3. C. Interacción con la escritura

	Yes	No
8. Apply effective writing with students	85.7%	14.3%
9. Promotes the understanding of writing as an essential skill through the use of technology.	42.9%	57.1%
10. Provides the necessary feedback on the development of writing skills to students through technological tools.	57.1%	42.9%

Source: Eloy Alfaro University of the Chone City

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This table analyzes the analysis of criterion C applied in the observations of the teachers, where important results are shown, such as in point 8, where 85.7% of the teachers apply writing effectively with the students, which suggests that there is a good practice in this aspect, and on the other hand, point number 9 has a result of 42.9% in YES and 57.1% in NO, which means that only 42.9% of the time, the teacher promotes the understanding of writing as an essential skill through the use of technology, which indicates an opportunity for improvement in this aspect. Another important aspect that could be evaluated during this observation day was whether the teacher provides the necessary feedback in the development of writing skills to students through technological tools, where the YES obtained 57.1% and the NO 42.9% which suggests that there is good practice in this aspect.

In summary, the teacher shows strengths in applying effective writing with students and in providing feedback through technological tools. However, there are areas for improvement in understanding writing as an essential skill through the use of technology which, according to Mudassara (2022), would contribute to improving students' writing skills

DISCUSSION

Undoubtedly, cutting-edge technological teaching tools are crucial for improving English writing abilities since they foster a dynamic and interesting learning environment for language learners. Instructors can effectively utilize digital platforms like StoriumEdu, Padlet, NearPod, Pearson's platform, and social media to engage students in cooperative writing exercises. These platforms also promote individual and group collaboration for academic purposes. The study emphasizes how crucial it is to use technology to enhance English writing abilities, such as Google Docs and online resources. It has been noted that the usage of these tech tools can encourage collaboration and quick feedback between students and teachers, which can lead to more engaging and dynamic learning.

Although cutting-edge technological teaching resources do not specifically focus on the development of motor skills, some educators have chosen to implement blended learning, which entails handwriting assignments followed by transcription or typing on online platforms. By using these tools, teachers can better understand what their students want to write, which eliminates the possibility of handwriting errors when grading papers. Additionally, using these online platforms allows for a greater variety and flexibility of topics to discuss, as is typically the case in written debates. But the fact that they are online platforms cannot be ruled out, hence it is advised to utilize these tools in locations with access to the Internet and electrical services, like laptops.

Teachers need to be able to respond appropriately to the ups and downs of students' motivation, especially when they are learning a new language like English. In light of this, it can be said that cutting-edge technological tools help to prevent such complexity by creating novel tasks and group activities that enable everyone to view learning as something creative rather than predictable. Teachers, who occasionally tend to underuse such resources for personal and academic reasons, may find themselves in a different scenario as a result of this. From the observations and interviews, it is clear that the low use of online platforms is not always the result of a lack of technological resources, but rather of traditional teaching methods that have shaped people's perceptions and led them to believe that learning can only be done by writing on paper.



CONCLUSIONS

Certainly, it is essential the use innovative technological teaching resources for developing writing skills in English because they promote an engaging and interactive environment in the teaching of a new language. Teachers may make adequate use of online platforms such as StoriumEdu, Padlet, NearPod, Pearson's platform, or even social networks, which allow for collaborative use of students in writing-related activities, encouraging autonomous and group work during a class or for academic work. The study highlights the importance of integrating technology, such as online platforms and Google Docs, to improve English writing skills. It is observed that the use of these technological tools can promote interactive and attractive learning by facilitating instant feedback and collaboration between students and teachers.

While it is true that innovative technological teaching resources do not focus on the development of motor skills as such, some teachers have opted for blended learning that allows writing activities by hand and then transcribing or typing on online platforms; using these tools allows teachers to have a clear understanding of what their students have wanted to write so that handwriting will not be a problem in grading papers, also, the use of these online platforms facilitates the variety and flexibility of topics to consider as it usually happens in a written debate. However, the fact that they are online platforms is not ruled out, so it is suggested to use these aids in places that have Internet connectivity and electric services such as laptops. Through collaborative platforms, it can contribute significantly to improving students' written expression by facilitating practice and providing instant feedback. This technological integration can have a positive impact on the writing process by allowing instructors to give real-time feedback and follow the review history of students, which can ultimately improve English writing skills.

Enabling the use of online platforms to develop writing skills in the English language helps to make the activities appealing to the learner. In many cases, the tendency to do paper activities creates a lack of motivation in people to want to do something, but having technological and innovative tools breaks the fixed schemes, and that makes students awaken curiosity for academic work. The results of the observations and interviews with English teachers highlight that the adaptation to technological changes and the integration of technological resources into the writing progress of students can have a positive



impact on the development of english writing skills. However, many platforms such as social networks still need to be explored.

Student motivation is a swing of emotions and feelings that a teacher must know how to respond to, and this applies when they are developing skills in a new language such as English. Knowing this, it can be said that innovative technological tools contribute to avoiding such complexities by forming new forms of tasks and collaborative activities that allow everyone to see learning not as something predictable but as something creative. Of course, this could generate a different situation for teachers, who sometimes tend to underuse such tools for personal and academic reasons. From the observations and interviews, it can be noted that the low use of online platforms, is not always due to the lack of technological tools, rather, it is referred to the traditional teaching techniques that have influenced the way of thinking, leading to believe that someone can only learn by writing in a piece of paper.

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